

## Further education leaders honoured



### Knighthood

~ Geoff Hall

### CBEs

~ Elizabeth Rushton (top row)  
~ Malcolm Wharton

### OBEs (top row)

~ Richard Chambers  
~ David Croll  
~ Deirdre Hughes

### OBEs (bottom row)

~ Cath Hurst  
~ Linda Moore  
~ Ann Murdoch

For a list of MBEs see page 4

### FE Week Exclusive

#### Nick Summers

@SummersNicholas

A former college principal has spoken exclusively to *FE Week* of his shock after being chosen to receive a Knighthood for his services to further education (FE).

Geoff Hall, who left New College Nottingham (NCN) after seven and a half years in May 2010, is one of just 27 people to receive the order in the New Year's Honours List 2012.

Mr Hall, now the Chairman of the Information Authority board, said he was "stunned beyond belief" after discovering his confirmation letter at home in November.

"I saw the envelope poking out from under a living room chair where one of the dogs had buried it," Mr Hall said.

"It had obviously been there a couple of days. I then realised it might be something to do with the honours, so I opened it and was stunned beyond belief."

Mr Hall says he's been "overwhelmed" by people's responses.

"People who frankly I've lost contact with have been going to enormous lengths to try and get a hold of

me and say well done," Mr Hall said.

Mr Hall is one of just a handful of college principals to ever receive a Knighthood, following Sir George Sweeney in 2000, Sir Bernard O'Connell in 2004 and Sir Bill Moorcroft in 2008.

He added: "I was saying to somebody that twenty years ago - to be told I could get a Knighthood from working in further education, I'd have said you were crazy, it just didn't used to happen!"

"So the recognition that further education is getting now is obviously much greater than it used to be, so that's wonderful."

Mr Hall started as a lecturer at South Trafford College and later became an FE officer with Birmingham City Council.

"When I got the further education officer job in Birmingham I was very young, and that was seen as a pretty spectacular rise," Mr Hall said.

"Back in those days the post was seen as the equivalent of a polytechnic director. It was a huge job."

Mr Hall quickly became the director of education for the London borough of Bexley and later joined the Further Education Funding Council for England (FEFC) as director of education programmes.

"I think we did some very radical

things there, we had published added value league tables for secondary schools, which was way ahead of its time. We had testing on entry in primary, you know, ideas that could have been developed nationally," he said.

A further 17 people were recognised for their services to FE, skills and/or training in the Honours List.

Elizabeth Rushton, who retired as principal of West Herts College at the end of 2010, said it was an "honour and a thrill" to find out she would be receiving a CBE.

"I am passionately committed to further education and value greatly the role local colleges can play in their local communities," she said.

"It was a privilege to be West Herts College principal for six years, leading a dedicated team of professionals that transformed the college."

Gill Worgan, principal and chief executive at West Herts College, as well as former deputy principal to Rushton, said everyone at the college was "delighted" to hear about the honour.

"It is wonderful that people who have dedicated their professional lives to further education are honoured for their exceptional service," Mr Worgan said.

Malcolm Wharton, principal of Hartpury College in Gloucestershire,

will also receive a CBE for his services to the sector.

"The achievements of Hartpury College are outstanding and remarkable - but they are not my achievements," Mr Wharton said.

"They reflect the hard work and dedication of the entire loyal and talented staff of Hartpury. I regard myself as accepting this honour on their behalf and I do so with great pleasure and considerable pride."

The 157 Group said the orders reflect the "passion and commitment" of principals who champion learning in the sector.

Lynne Sedgmore CBE, executive director of the 157 Group, said: "I would like to wholeheartedly congratulate these outstanding principals rightly acknowledged by the government for their contributions to further education and skills."

"The Orders reflect the passion and commitment of the recipients in championing learning and reinforce the significance that further education powerfully contributes to overall communities."

The British honours system has evolved over 650 years. Anyone in FE can receive an award, if they meet required standards, and successful nominations are detailed at New Year and in mid-June.

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*FE Week* talks to David Hughes, the new Chief Executive at NIACE

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Test your skills with our New Year spot the difference puzzle!

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And more next week!

inside...





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# Six jailed over £500,000 FE college fraud case

**Nick Reinis**  
*@fenickr*

Eight fraudsters have been sentenced, including six jailed, for conning colleges out of more than half-a-million-pounds.

The sentences, handed out at Nottingham Crown Court on Tuesday, signalled the end of a three-year investigation, which centred on two companies - Training Options UK Ltd (TOUK) and FE Options Ltd.

It found staff forged documents to falsely claim students from Castle College, which merged with South Nottingham College last year, and North Warwickshire and Hinckley College, completed courses.

Castle College paid £475,391 for 583 students it believed completed a customer services or health and safety course, while North Warwickshire and Hinckley College paid £27,108 for 249 students it believed completed an occupational health and safety course. However, no students completed either course between February and September in 2007.

Among those jailed were joint company directors Andrew Leathwood (43), of Waterpark Road, Prenton, and Carolanne Ravenscroft (57), of Yowley Road, Ewloe, in Clwyd.

Leathwood, found guilty following a trial of conspiring to defraud the colleges, benefited from the scam by more than £125,000 and was jailed for five years.

Ravenscroft, also found guilty following a trial of the same charge, benefited from the fraud by more than £70,000 and was jailed for three years.

General manager Kieran England (37), of Vermont Road, Crosby, Liverpool, was found guilty after a trial of conspiring to defraud the colleges and of making an article to use in connection with fraud. He received £20,000 above his normal wage from FE Options Ltd between June and October 2007 and was jailed for 33 months.

Administrators Leslie Hayes (44), and his wife Claire Hayes, 38, both of Burnt Oaks Close, Mansfield Woodhouse, pleaded guilty to conspiring to defraud the colleges.

He was sent to prison for three years, while she was jailed for 18 months. The pair were also banned from being a company director for four years.

Former Castle College employee Kay Edwards (45), of Heatherley Drive, Forest Town, Mansfield, admitted conspiring to defraud the college, having received a payment of £21,550 between June 2007 and September 2007 from TOUK. Edwards also admitted an unrelated count of insurance fraud.

She was jailed for 33 months for conspiring to defraud and three months, consecutively, for insurance fraud.

Steven Johnson (39), of Strathmore Drive, Liverpool, and Damion Johnstone (39), of Mossdale Drive, Rainhill, Merseyside, both received suspended sentences.

Johnson pleaded guilty to making an article to use in connection with fraud and was given six months in jail, suspended for one year, and 180 hours community service.

Johnstone, meanwhile, admitted conspiring to defraud Castle College, having received £21,650 above his normal wage from TOUK between December 2007 and February 2008 and £2,000 from Ravenscroft. He was given 12 months in prison, suspended for one year, given 250 hours of community service and a three month curfew.

A South Nottingham College spokesperson said: "The college welcomes and supports the verdict and sentences handed down to those involved and hopes this serves as a suitable deterrent to others.

"Through the merger we took the opportunity to review our subcontracting procedures and are confident that these are robust enough to prevent any incidents like this taking place in future."

A Skills Funding Agency spokesperson said: "The Agency is very pleased with the outcome in this case. We rigorously investigate any fraudulent activity of which we are made aware and carry out audits across the sector, to ensure that colleges and providers are fulfilling the requirements of their funding agreements and that public funds are being properly used."

## How the investigation unfolded

Nottinghamshire Police began investigating allegations of fraud at Castle College in December 2007.

It found Edwards put Hayes and Leathwood in touch with Castle College after discovering it had money to spend on providing training courses.

Edwards then obtained details of students who had previously completed courses at the college and passed these on to the training providers.

These details were used to fraudulently complete enrolment forms and other paperwork.

The investigation included examining more than 30 bank accounts and hundreds of emails. As part of the inquiry, 562 pages

of witness statements were documented, 97 taped interviews were completed and a 6,000 page case file was compiled.

The investigation culminated in warrants being executed at six addresses - two in Nottinghamshire and four in Merseyside - in April 2010, with 64 police officers involved in co-ordinated strikes, including from Merseyside Police.

DC Nick Lowe, from the force's Fraud Squad, said: "This was an incredibly lengthy and complex investigation into a well-planned and organised fraud. We now move into the next phase of seeking to use the Proceeds of Crime Act to ensure that those sentenced do not benefit further from their criminality."

## FE Week news in brief

### NUT ballot sixth

The National Union of Teachers (NUT) will ask members in sixth form colleges whether they should strike over pay and poor working conditions on January 16.

The union will ballot for action against the secretary of state over funding levels for sixth form colleges, and against individual college employers over their failure to make a pay offer to NUT members.

Both ballots end on January 30.

### Academies fraud target

The Young People's Learning Agency (YPLA) says Academies are being targeted by fraudsters attempting to change registered details through Companies House.

Issue 39 of the YPLA e-bulletin states:

"There have been recent reports that Academies are being subjected to attempts to change registered details at Companies House without their consent.

"This is a known form of company fraud. To help combat it, Companies House has introduced the PROOF (PROtected Online Filing) scheme. Organisations that have signed up to this scheme will need to submit their documents online.

"Any documents received by Companies House by post will be returned to the filed address. Advice and guidance can be found on the Companies House website together with how to raise such fraud issues with them to try and combat fraud attempts."

## Apprenticeships Week

A toolkit has been launched to help colleges and providers run their own events during National Apprenticeships Week (February 6-10).

The toolkit is available on the National Apprenticeship Service (NAS) website alongside a national calendar detailing events between February 6-10.

*FE Week* will be producing a special supplement to coincide with National Apprenticeships Week next month.

If you know a successful apprentice or have a story you think other people should know about, get in touch by emailing us on [news@feweek.co.uk](mailto:news@feweek.co.uk).

## DfE consultation closes

The 16 to 19 Funding Formula Review Consultation was closed by the Department for Education (DfE) on 4 January.

The DfE describe the proposed changes from August 2013 to "include moving away from the current complex system of funding on the basis of 'payment per qualification' to introduce a much simpler system of funding at the level of the learner.

"It also supports the Government's aims of reducing bureaucracy for education providers and making the funding system simpler, more transparent and readily understood by all."

The DfE have also said "a decision on and announcement of the changes will be made in the Spring"

The number and content of the responses to the review is currently unknown.

# Apprenticeship review targets 45 providers

**Nick Summers**

**@SummersNicholas**

More than 40 colleges and training providers are being investigated as part of the review into short duration apprenticeships.

"We are working with the Skills Funding Agency (SFA) to consider the outcomes of each review of short provision," a National Apprenticeship Service (NAS) spokesperson said.

"Action is already in hand to investigate cases where there is cause for concern, with 45 different colleges and private training providers being closely reviewed."

The investigation follows an initial review which judged all apprenticeship provision against the Specification of Apprenticeship Standards for England (SASE) and Delivery Model Guidance.

Teresa Frith, senior skills policy manager at the Association of Colleges (AoC), said: "It should be noted that there are 45 provider organisations being investigated - this does not necessarily indicate that all 45 cannot justify their delivery models."

"Indeed three existing frameworks are recommended by Sector Skills Councils as needing less than 12 months for completion, so there is a likelihood that at least some will come through their investigation in a positive fashion."

A spokesperson for the Association of Employment and Learning Providers (AELP)

added: "AELP will support action by the NAS that addresses cases of poor quality provision whether it is relation to a college or an independent provider."

"However, we note there are 45 cases out of a total cohort of some 1,000 skills providers and we shouldn't rush to judgement on the extent of the overall problem before we know the outcome of each case review."

The 157 Group says these colleges and training providers are likely to be under review because of the confusion surrounding best apprenticeship practise.

"Although 45 different colleges and private training providers are being closely reviewed, this does not necessarily mean that they are culpable of any wrong-doing," a spokesperson for the 157 Group said.

"If anything, in a time of policy upheavals, changes and challenges, this number is most likely to be reflective of the inevitable current confusion around best apprenticeship practise."

The review into quality and short duration apprenticeships has led to a number of new measures which were announced by John Hayes MP, Minister of State for Further Education, Skills and Lifelong Learning, in the House of Commons last month.

The new measures include a minimum duration of 12 months for all apprentices aged 16 to 18, as well as a requirement for every apprenticeship programme to deliver "significant new learning", rather than accrediting existing

knowledge and experience.

Mr Hayes said: "If the standards are sufficiently stretching and the expectations of competence high, I believe that a course should naturally extend over at least 12 months. That will be the expectation first for 16 to 18 year-old apprentices from August 2012, as new contracts to training providers are issued."

The new measures are part of a Quality Action Plan which will allow the NAS to tighten contracts and immediately withdraw public money from apprenticeship providers who are failing to meet the appropriate standards of quality.

"The review of short provision provided some of the content and direction for our Quality Action Plan," a NAS spokesperson said.

"During 2012, we will work with the Skills Funding Agency, Sector Skills Councils, and other partners across the sector to implement each of the recommendations in the Quality Action Plan, including those on short duration Apprenticeships."

The spokesperson added that apprenticeship programmes which do not meet the relevant standards, but still offer "valuable support to young people" will be referred to other agencies such as the SFA for consideration.

The De Vere Academy of Hospitality is one provider which has already announced a new apprenticeship programme following the review by NAS, which be launched on February 1 and last at least 12 months.



Don't forget to read the special apprenticeships edition of **FE Week**



## Cash boost for work experience

**Nick Reinis**

**@fenickr**

Colleges in areas with high proportions of young people not in education, employment or training (NEET) have been given a cash boost.

The Department for Education (DfE) has revealed that £4.5 million will be given to 25 hand-picked colleges in the next two years - from now to September 2013 - to give more 16-19 year olds access to work experience.

Specifically, the available funding will be around £1,000 per learner and a maximum of £80,000 per college for use in this financial year 2011-12. A similar level of funding will be available next year, meaning at least 4,000 youngsters will benefit from the project.

The funding falls in the government's strategy to improve opportunities for young people - Building Engagement, Building Futures - and will bridge the gap until work experience becomes part of all 16-19 Programmes of Study from 2013.

Its aim is for the colleges to test five models, focusing on removal of cost barriers for employers; investigating challenges faced by small to medium sized enterprises; giving resources to colleges; timing of work placements; and, finally, focussing on supporting LLDD or vulnerable or disadvantaged students.

The DfE said that colleges were selected from an analysis of areas with high percentage of young people NEET, combined with a high proportion of students who are currently doing level 2 and below qualifications.

A spokesperson for the Department said "DfE wants to target these funds towards this group of students."

"We chose the combination to be able to target those in greatest need of work experience, and inevitably this leads to strong concentration on areas with high levels of worklessness, especially urban areas in the north and midlands. There are colleges which will be able to address rural issues - such as Peterborough - and coastal issues such as Portsmouth."

"We expect all 25 colleges to identify what works and help spread this throughout college and training provider network, so when greater funding flexibilities are introduced in 2013 there will be established practice."

Deborah Ribchester, the Association of Colleges' (AoC) Senior Policy Manager - 14-19 and Curriculum, welcomed the news.

"The lack of availability of work placements is a significant issue for colleges, as is finding necessary time and resources to set up and monitor students doing placements."

"We agree that these are the areas that need attention, and look forward to working with DfE and the colleges involved to identify and address some of the existing barriers to work experience placements," she said.

Peter Doble, acting principal at Lambeth College, one of the colleges chosen to take part in the new initiative, said: "We are very pleased to be invited to participate in the 16-19 access to work experience project. We anticipate supporting at least 80 students in each of the next two years in different work experience environments."

For more, visit [www.feweek.co.uk](http://www.feweek.co.uk)



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*FE Week investigates...*

# FE sector recognised in New Year's Honours

Fifteen people have been awarded an OBE or MBE for their services to further education (FE), skills and/or training in England in the New Year's Honours List 2012.

Richard Chambers, former principal of Lambeth College, is one of six leading professionals receiving an OBE for his contributions to the sector.

"Everyone at Lambeth College is enormously proud of Richard," Dame Lorna Boreland-Kelly, chair of governors at the college said.

Mr Chambers retired from his post in October 2011 following six years of leadership at the college.

Dame Lorna Boreland-Kelly added: "His personal experience of FE led him to become a lifelong champion of education and a pioneer of linking education to business."

David Croll, principal of Derby College, will also be receiving an OBE for his services to FE.

"I am obviously delighted to accept the OBE on behalf of everyone at Derby College who has worked so hard over the years and continues to do so to make this an astounding centre of excellence for further education," Mr Croll said.

David Croll became principal of Derby Tertiary College in July 1995 and has since led

the institution through a number of mergers with Mackworth, Broomfield Hall and South East Derbyshire College.

Mr Croll added: "Having brought four colleges together under the Derby College banner and ethos over the years, raised standards and invested heavily in developing state of the art facilities for our staff and students, this is a wonderful testament to the recognition and value that is put on our achievements."

Catherine Hurst, principal of Wigan and Leigh College, said she stayed quiet after receiving her OBE letter because she thought it could be a prank.

"I must admit that it was quite a surprise, to the extent that I was wondering whether it was a joke!" she said.

Mrs Hurst began her teaching career at Bury College in Catering and Commercial Studies, later joining Wigan and Leigh College as vice principal for curriculum in 2002.

"My life was within further education because my father was a vice principal and then a principal," she said.

"So even from an early age, every Sunday was spent walking in Dartmoor with students as my dad took them on walking excursions."

Richard Waterfield, chair of governors

at Wigan and Leigh College said: "This is a reflection of Cath's commitment to further education in the Borough and beyond.

"It is nothing less than well deserved."

Anyone in FE can receive an award if they meet the required standards, however the New Year's Honours List 2012 does not recognise any teachers or lecturers.

The Institute for Learning (IfL) says more staff and trainers should be recognised either with an MBE, OBE, CBE or Knighthood.

Lee Davies, deputy chief executive at the IfL, said: "We are pleased that IfL members, who show their dedication to excellent teaching and training through continuing membership of their professional body, have been honoured in this way.

"We believe, however, that there are many more outstanding teachers and trainers in our sector who should be recognised in the twice-yearly honours lists for transforming lives and for making an enormous contribution to the economic and social well-being of this country.

"To facilitate this, IfL can help prepare nominations, and we welcome suggestions about outstanding teachers and trainers for consideration."

Carole Stott, chair of governors at City Literary Institute, who is to receive an MBE,

agrees that while the FE sector has done relatively well in the honours list this year, there will always be more who deserve the same recognition.

"Well for everyone who is honoured in this way there are dozens more doing brilliant work, and of course not everyone who deserves it gets this kind of recognition," she said.

Other FE staff and trainers who received honours were: MBEs for: Christine Gaskell Chair of the North West Apprenticeship Ambassadors Network (for services to Training and Apprenticeships), David Harris, Divisional Managing Director for Cowlin Construction (for services to Education and Training in the Construction Industry), Geoffrey Oakes, former Clerk to the Board of Governors at Reaseheath College, Malcolm Parkinson, Chair at Capel Manor College, Enfield, Middlesex, Denise Rowland, former Head of School for Early Years Health and Social Care at New College Durham, Graham Schuhmacher, Head of Development Services at Rolls-Royce Plc (for services to Apprenticeships and Skills Training), Carole Stott, Chair of Governors at the City Literary Institute (for services to Adult Education), Ellen Winsor, DL Chair of Board of Governors at Truro and Penwith College, Michael Bonsier, Chair, Coulsdon Sixth Form College



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## FE Week profile

## David Hughes ~ his story

Janet Murray

@jan\_murray

The Chief Executive of NIACE talks to *FE Week*

David Hughes said he never had any “grand career plans.” In fact, the chief executive of NIACE, who has also had top jobs at the Learning and Skills Council (LSC) and Skills Funding Agency (SFA), could easily have ended up in the financial sector.

Raised on a council estate in north London, where “everyone left school at 16,” Hughes made it to grammar school at 13, but didn’t give any serious thought to higher education. His father was the clerk in a motor repair garage, his mother a dinner lady and he just “didn’t know anyone who had been to university.” And as the youngest of four boys, he was more interested in having money in his pocket. “It’s not like we were destitute,” he recalls. “But I remember my dad’s glasses broke and he had tape on them for about two and a half years because he couldn’t afford a new pair...it was that kind of poverty.”

At 15, Hughes was set to follow two of his brothers – who worked at Lloyds and Barclays – into banking. His self-confessed “competitive streak” had made him go one better and apply to the Bank of England. But with a job offer on the table, Hughes was given “the best bit of careers advice” he’d ever had. “I’d got through this big assessment process and guy who had interviewed me said ‘Yes, we’ve got to give you a job, but I don’t want you to take it. I want you to stay on at school and do ‘A’ levels and come back to us after that.’”

He did stay on at school and admits his decision to apply to Cambridge was also fuelled by competitiveness. “I remember sitting at home eating tea and saying I had this meeting about going to Oxbridge and my brothers just started laughing. It was the classic line: ‘People like us don’t go to Oxford or Cambridge.’ And that was enough incentive, really. I thought, ‘Okay, I’ll show you.’”

Hughes went on to secure a place at Fitzwilliam College to study Geography, where – far from the rich learning experience he had expected – he found “people were just getting pissed and being sick behind hedges.”

A keen sportsman, he was also unimpressed by the “outdated and outmoded rituals” of the university’s clubs and societies. “It was just incredibly sexist and exclusive, which I really hated,” he says.

After university and an MA in Social Housing at Salford University, Hughes spent the next two years working in various housing jobs in Liverpool (including working with co-operatives and tenants’ association) where he says he got his first taste of adult education, helping residents understand how local decisions were made and how they could communicate with influence decision-makers.

But when his wife (a university academic) was offered a job in Australia it seemed like too

good an opportunity miss. Hughes arrived in Western Australia in 1993 thinking he might “learn to surf” and ended up working for a housing co-operative and fighting for the rights of aborigines.

The family returned to the UK in 1997 and settled in Loughborough (which after driving home from work past the Indian Ocean every night took a bit of getting used to, he jokes) and took on the role of chief executive of the Nottingham Council for Voluntary Service.

Under the new Labour government, the voluntary sector quickly became an “equal partner” with the public and private sectors, he says.

At the same time the Learning Age White Paper (which advocated, amongst other things, learning entitlements at all stages of life and an adult qualifications system based on units that accumulated over time), authored by the then education secretary David Blunkett, had captured his imagination, setting out “a really compelling vision for what adult lifelong learning should be.” So when the job came up at the LSC in 2000, as executive director for Derbyshire, he jumped at the chance.

The biggest challenge of his career came five years later, when he was “pushed down to London” as the capital’s regional director to tackle the reputation of LSC, which he admits was “shocking” at the time. But what no one had told him was that Ken Livingstone – Mayor of London at the time – had made it clear that he intended to take control of the LSC.

And from their first meeting – at the public opening of the new City Lit building – it was clear Hughes had a fight on his hands. “He was the key note speaker and he stood up and said ‘I don’t know why you bothered coming, Mr Hughes’...and I’m going to paraphrase here...

**“It’s hard, isn’t it, when you have more than a million young people in need...but what about the 45 to 50-year-old who has lost his or her job and is vulnerable, and their options for retraining?”**

I’m going to take it over and do what I did with Transport for London and kick out all of the top managers and you will have to go back where you came from.”

Dealing with the political infighting that followed was one of the toughest challenges of his career. The irony was that everyone actually wanted the same thing – to deliver better learning for Londoners – but getting through to Livingstone wasn’t easy.

Things “did get a bit nasty for a while” and while he generally managed to keep his cool, Hughes recalls one memorable incident when he swore at one of Livingstone’s advisors and stormed out of a meeting. “I remember ringing the chief exec at the LSC then and saying, ‘I think you need to find me another job because I think I’m about to be kicked out,’” he recalls,



Picture by Nick Linford

with a smile. But the LSC did manage to build a relationship with Livingstone, who eventually conceded that the organisation wasn’t so bad after all, and as Hughes points out, with an even broader grin, “We lasted a bit longer than he did.”

The next few years brought more trouble-shooting for Hughes: the EMA fiasco in 2008, when thousands of young people had to wait months for payment, closely followed by the capital funding crisis, which meant almost 150 colleges had to cancel rebuilding plans as a result of a LSC overspend.

His final challenge, in early 2010, was helping to shut down the LSC and get its two replacement organisations – the Young Peoples’ Learning Agency (YPLA) and the Skills Funding Agency (SFA) off the ground.

His decision to move to NIACE last September was motivated by his desire to “have a much more direct impact on peoples’ lives and the quality of learning.” While the SFA is an important organisation, it is a funding body, he points out. “It’s important...and it needs to be effective and efficient, but it wasn’t like the LSC ten years ago, where you felt like you were having a much more direct impact on people’s lives and the quality of the learning that was delivered and so on... it felt more remote.”

One of the biggest challenges in his new role will be making sure that the gains in adult learning made over the last decade do not fall by the wayside, he says. Whilst having ministers like John Hayes and Vince Cable who are obviously “passionate about many of the things we are” is a definite plus point, but he is concerned that resources will be focused solely on young people, which could come at the

expense of other equally important groups.

He explains: “It’s hard, isn’t it, when you have more than a million young people in need...but what about the 45 to 50-year-old who has lost his or her job and is vulnerable, and their options for retraining? Because is that not as horrific and bad and difficult? Particularly if they have children.”

The new careers service, due to be launched in April, does have potential, he says, but making sure the service is known – and used by – people of all ages, will be the biggest challenge.

And with the prospect of having to work until the age of 70 looking increasingly likely for many, one idea NIACE is hoping to propose is the introduction of a career ‘health check’ at 50 where people could get advice about their career progression or even retraining. “It would be nice, wouldn’t it, to be able to say, ‘Come in and have a discussion about retraining,’ or ‘Have you thought about using your skills for something else?’ And trying to give a bit of a boost to lifelong learning in that sense...and it wouldn’t cost any more money really, because that resource is already there.”

The biggest danger, says Hughes, is the creation of a system that is only for people “on the edge...for people who are signing on or people who need a job today.”

“I think deep down we have to get back to a sense that learning is about people’s well-being in the fullest sense of the word. Human beings are well when they feel like they are making a difference or doing something positive and are learning – because learning is not something that is just done in a classroom – it is doing something you really want to do.”



*FE Week Expert*

## Flexible learning delivery



In my previous life as a college tutor, January was always the month of the annual student awards evening. Each year we would dutifully send in our list of worthy candidates. The brief was fairly succinct: nominees must have been enthusiastic learners who attended fully and punctiliously.

They must of course have produced work of high merit. Finally, and perhaps with one eye on the PR benefits, we were also encouraged to identify those who had overcome 'significant personal obstacles' in order to attain their qualification.

One year, a student of mine – I'll call her 'Irene' – scooped the student of the year award. She fulfilled all the prerequisites. She was in her mid-sixties and undertaking her first recognised qualification in some fifty years. She had left school with no qualifications. Her work was genuinely exceptional.

However, Irene was a distance learning student and I clearly remember that this didn't sit well with some of my colleagues. For the academic purists, distance learning wasn't 'real' teaching or learning.

That unless the bestower of education was at the front of their classroom imparting their wisdom, something substandard was going on.

Although some of the purists may still hold that view, there is little doubt that attitudes have changed and distance learning (also commonly referred to as 'remote' or 'distributed' learning) has established itself as a credible alternative to traditional classroom delivery for some types of learners, qualifications and sectors.

One reason for this is that education providers have sharpened up their act in terms of their distance learning provision. Sure there are still stories of overseas 'degree mills' conferring bogus distance learning 'qualifications' on those willing and desperate enough to pay.

However, in the last two decades providers have embraced established and emerging technologies to turn distance learning into an extremely

valuable tool, bringing benefits to both individuals and employers, as well as to the providers themselves.

What are the benefits to the individual? Well, perhaps the most obvious is flexibility. Distance learning gives the learner the opportunity to learn anytime, anywhere.

This is ideal for those that are in employment or have to fit learning around other commitments. Learners are not beholden to a college timetable or set enrolment dates.

For example, online learning usually allows learners to save work and log back into where they left off and podcast lessons can be downloaded and listened to on the go. Mobile learning, or 'mlearning', done well, may take distance learning to another level.

Some providers are already using smartphone applications to enable their students to complete quizzes and assessments via their phones or other handheld devices.

Employers are also becoming increasingly switched on to distance learning. Understandably, organisations that are operating with a lean workforce are reluctant to release staff en bloc for training.

However, distance learning allows companies in tandem with their training providers to build elearning activities, for example, into quieter work periods.

Better still, if the individual can see the personal benefits of undertaking such training, many are prepared to complete their learning at home.

Finally, what are the benefits to the providers themselves? In an age of economic austerity, distance learning can be an extremely cost-effective option. Take the 100 hours learning 'away from the workstation' obligation under apprenticeships.

This can be delivered via distance learning and many providers are now using elearning packages to deliver this. By reducing travelling times and the number of workshops, these allow assessors to deliver to more learners and to cover a much wider geographical area.

You only have to look to some of the examples from North America and Australia to see how distance learning, in particular elearning, has enabled providers to penetrate the hitherto impenetrable.

Distance learning has still to lose some of its blemishes. But, like classroom-based delivery, if those involved in the delivery are passionate and there is a scrutinous eye on quality, surely innovative distance learning deserves a seat at the same table as the more traditional methods of teaching.

*Lee Brooks is a Business Development Consultant for Tribal*

*FE Week Expert*

## Why every college Principal should join the Twittersphere



For example, do you know what Crowdfunding or Crowdsourcing is? Well I didn't until I started following a crowdfunding guru in the States and we are looking at doing a pilot student start up here in Norwich following crowdfunding principles later this year.

As well as providing opportunities to network, Twitter is also a space in which you can establish a reputation and tell people about the key things happening within your college. Provided you add value with your tweets - highlighting and sharing knowledge and resources that will be helpful to those with whom you are engaging - your Twitter following will grow rapidly.

Although I have been tweeting for a couple of years, I only really started properly around six months ago and even more recently concentrated my tweets around education and entrepreneurship. In the first eighteen months I went from zero to just over 150 followers. In the last six months I've gone from 150 to over 1200 - not exactly Stephen Fry (millions) but it's a positive step!

As a college principal, I spend a lot of my time talking to people: to students, employers, staff and a plethora of partners who are in the business of further education and training.

Twitter extends and opens up those conversations, bringing new and sometimes unexpected opportunities for new partnerships and projects. We have a 19 year old entrepreneur coming to the college to deliver a two-day course to some 13 year olds from one of the local academies where we are the lead sponsor; later this month; I "met" this young man through Twitter and met face-to-face at the AoC Conference.

Twitter also invites you to tell others about what's happening. As well as providing the opportunity to tell the world about what you're up to, it is fantastic for finding out what's happening elsewhere - very often in real time. Twitter enables you to be fully up to speed with the very latest news, even before stories make it into the news bulletins and papers (in part because so many journalists are also active Twitter users).

Of course there is an investment of time needed in following others on Twitter, adding your own tweets and engaging in conversations - as there is in making phone calls and writing and responding to emails. Twitter is very often more immediate and to the point - and it can open up a whole new world of possibilities to you, your organisation and your students.

If you've tried it and not quite "got it" - persevere! It will surprise you as to its connectedness - honest! And, of course, do follow me at [@dickpalmerccn](#) - all you need to know about crowdfunding.

*Dick Palmer is Principal and CEO of City College Norwich*

There are now over 100 million active Twitter users - but is your college principal one of them? If not, should they be, and so for that matter should the rest of the senior management team.

"But isn't that the job of the marketing team?" I hear some people cry. Others might answer the Twitter question with responses like "I tried getting into it, but just couldn't get the hang with it", "It's like another language with all of those hash tags and things - I don't get it!", "Where would I find the time?" or "I'd like to, but I have real work to be getting on with".

Yes, Twitter is a powerful tool for college marketing and PR and your marketing team undoubtedly should be tweeting for your organisation - and, of course, many already do. You can get some great PR from Twitter.

Our college song and video, produced by student record label Interim Records, was recently picked up and re-tweeted by MC Hammer to over 2.3 million follows worldwide! Such a retweet brought City College Norwich and our work to promote student entrepreneurship to a much wider audience - and our local paper thought it was a great story too!

But Twitter is not just about the corporate. It is also an inherently personal medium, which gives you the opportunity to network virtually with many of the key people with whom you work - and, perhaps more importantly, those with whom you want to work. It's the mother of all networking opportunities, anyone who's anyone is there, and you can talk to whoever you like.

For me, too, it's been a huge source of new and hitherto inaccessible information. I now concentrate my tweets (following some professional advice) on one core topic - entrepreneurship. I have found so much information (mostly in the States but from all over the world too) that I just would not have come across without Twitter.



## FE Week Agitator

## New Challenges, New Chances, not so New Year



The Department for Business Innovation and Skills (BIS) may have had their marketing budgets frozen, but this has not stopped them announcing a new strapline for further education. But what does it really mean?

Last year the BIS strapline for FE was New Horizons, and they have gone one better this year, with a strapline which uses the word 'new' twice! This year BIS will be using "New Challenges, New Chances" as the FE strapline,

which was first announced alongside an 'investment statement' and a reform plan to create a 'world class skills system'.

So the New Year brings with it lots of new stuff for FE right? Some bad (challenges) and some good (chances) right? Wrong.

In fact there will be very little change at all in 2012 from BIS. Following a bunch of poorly thought out policy changes introduced in 2011

(such as fee eligibility) the decision has clearly been taken to treat 2012 as a transitional year.

The funding formula, national funding rate and minimum contract levels will remain unchanged, although there are well trailed technical changes to who is eligible to full funding on first full level 2 and 3 courses.

Fantastic I hear you cry! Some stability at last, the officials actually listened when you complained that policies in FE never stay the same for more than 10 minutes. But wait, take a closer look and you find this 'stability' is an unplanned delay to arguably the biggest set of changes to the machinations of further education for a decade.

Consider just two big changes to funding in 2013 for a moment:

1. Based on current BIS plans 2013 will see the introduction of whole new 'simplified' and 'streamlined' national funding formula (the third attempt in 10 years). It may be streamlined but no-one will consider it simple. Expect plenty of twists and turns.

2. FE loans at level 3 and above kick-in, with learners able to apply from March 2013. This is an area of policy which few know much about and for too many reasons to list here will quickly be compared to a car crash.

So now the Minister and department officials have announced the policies, it will be a greatly diminished Skills Funding Agency that has to keep their collective foot firmly planted to the floor on the implementation peddler. Further delay beyond 2013 is not an option, is it? And it seems the Skills Funding Agency will still be around to try and keep us all both on time and on track, but their boss may not be. After the legislative slap-down removing independence for the role of the Chief Executive, he's probably already dreaming of an easy life in the South of France.

Perhaps the BIS strapline should drop reference to 'new', as those of us that have been in and around the sector longer than a couple of ministers will have seen it all before. Much better that BIS documents start with: 'strap yourself in, and join-us on the 2013 rollercoaster'



# WEEKEND

ON  
13-14  
JULY  
2012  
AT  
MORLEY  
COLLEGE

FE Weekend is set to be the biggest event of the FE year. The event will take place over a Friday and a Saturday in central London with speakers, workshops and entertainment.

To express an interest in attending, exhibiting and/or speaking at the event go to: [www.surveymonkey.com/s/feweekend](http://www.surveymonkey.com/s/feweekend)



# FE Week gets technical

FE Week brings you, on one handy **pull-out**, the slides from the Inaugural Lsect Christmas Lecture.

The event that was also a chance for people to get together and enjoy some festive treats, including mulled wine and mince pies. On the night £150 was raised for the Helena Kennedy Foundation.

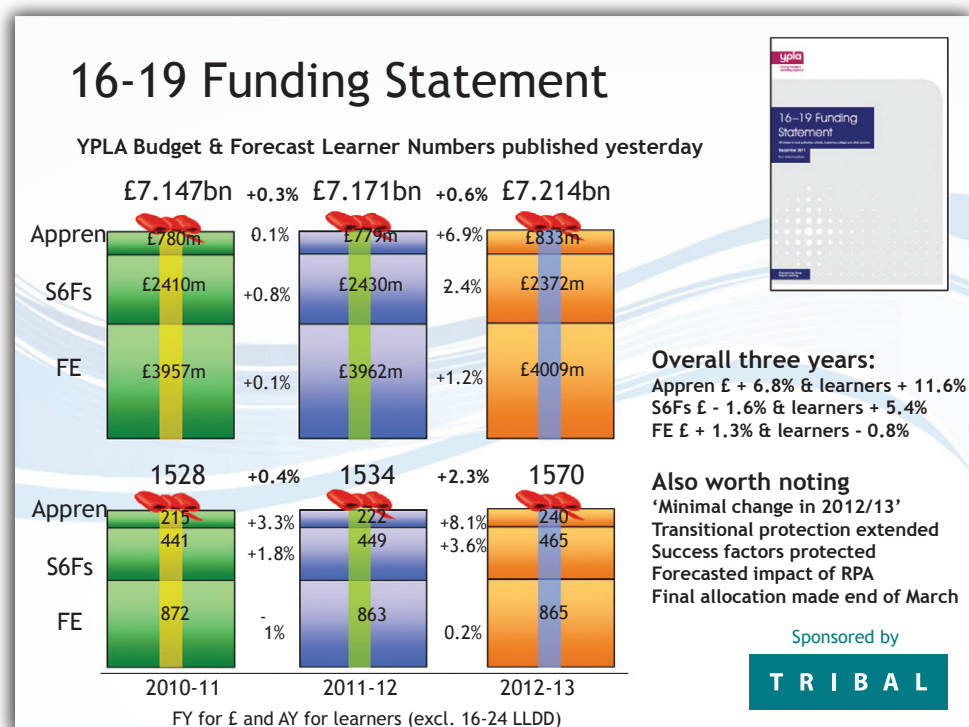
**THE INAUGURAL LSECT CHRISTMAS LECTURE**

14<sup>th</sup> December 2012 - London  
Nick Linford: MD of Lsect and ME of FE Week

Sponsored by  
**TRIBAL**

Raising fund for  
**Helena Kennedy Foundation**  
social action | social mobility | social justice

**Lsect**  
Learning & skills ~ events, consultancy and training



## 16-19 Funding Reform

"Proposals in the consultation include moving away from the current complex system of funding on the basis of 'payment per qualification' to introduce a much simpler system of **funding at the level of the learner** [from 2013/14]."

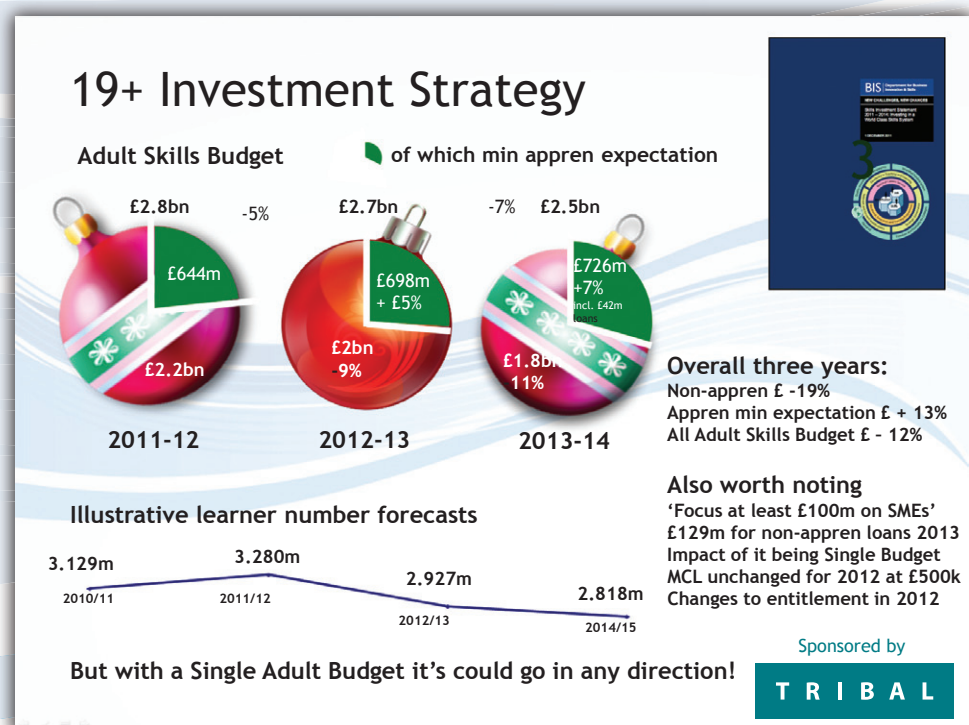
"Such a change is essential if we are to make a reality of the proposals in Professor Alison Wolf's groundbreaking report on vocational education."

But...

- For some does this simply switch from putting more quals in, to maximise funding, to taking qualifications out, to maximise efficiencies?
- Will complexity increase for providers doing 16-18 and 19+ if the formula becomes more like the new pre-16 formula?
- With lagged-learner numbers do we already have funding per learner?

Deadline for responses is the 4<sup>th</sup> January 2012

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**Spring College Data Conference**  
13th March 2012 in London  
Book via [www.lsect.com](http://www.lsect.com)

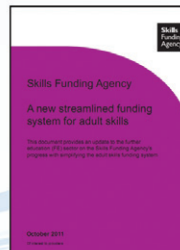


# Lsect

Learning & skills ~ events, consultancy and training

## 19+ Funding Reform for 2013/14

Uplift/ learning aim type	Standard	Low	Medium	High	Specialist
Unit	£150	£168	£195	£240	£258
Award	£500	£560	£650	£800	£860
Certificate	£900	£1,008	£1,170	£1,440	£1,548
Diploma	£2,500	£2,800	£3,250	£4,000	£4,300
16-18 fully-funded full Apprenticeship framework	£4,000	£5,600	£7,200	£8,000	£12,000
19+ fully-funded full Apprenticeship framework	£2,000	£2,800	£3,600	£4,400	£6,000



But don't believe the hype about only 30 rates!

But... This rates table cannot cope with prior learning or credit accumulation

What about all these other funding methods also being talked about (eg OIPs, Distance Travelled and Employer Ownership)?

All will be funded without historical averages and many other things remain (9 PWFs proposed!)

Introduction of L3+ loans to learners and employees

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## My top five observations



16-18 is a numbers game in an increasingly competitive market. No-one is to be left behind.

19+ classroom provision will increasingly be for pre-employment, but without serious OIPs will we see the rise of the short CV writing course?

Workplace provision will increasingly be about the 16-24 year-old apprentice, and how to deliver quality if unwilling/unable to charge fees.

Unknowns incl.: potential for FT 14-15s in FE, impact of FE loans, future of HE in FE and funding formula reform winners and losers

P.S. UKCES not even tried to make the case that real investment (fees) should be secured (esp. from very large employers like Morrisons and Tesco)

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## UKCES Funding Proposals

The UK Commission for Employment and Skills published their 'Employer Ownership of Skills' document yesterday

The UKCES will receive £73.3m this year from Government & their grant letter says (in bold) their "focus will be to secure a much greater commitment from employers to invest in skills".

The UKCES Chairman (from John Lewis) says "employers are put off by a system that appears bewilderingly complex and excessively centralised"

The UKCES solution is that "public expenditure should shift from provider grants to incentives and investments which flow through the employer into a single market for skills development"

But... When UKCES talk of contribution does this involve employer fees?

What about accountability for public money and a slim-line Skills Funding Agency coping with the tendering and audit?

Do SMEs really want this burden? Why do large employers need so much public funding?



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# FE Week campus round-up



## Nick Clegg pays visit to Colchester Institute

The Deputy Prime Minister helped put the icing on the cake when visiting the Colchester Institute to set out plans for the new Youth Contract.

Nick Clegg visited the institute last month where he set out the government's commitment to getting all young people earning or learning.

While on the visit, he met with students, staff and business leaders as well as taking time to watch a cookery lesson first hand.

The visit follows the unveiling of the Youth Contract - a government package of £1 billion to provide unemployed young people with more opportunities including apprenticeships and

work experience placements.

Mr Clegg said: "Colchester Institute is giving thousands of students the opportunity to develop their skills and talents, not just in the classroom but together with real-world employers. We want to make sure that when students leave education they have the best chance to make a successful transition into the world of work."

Danny Clough, principal of Colchester Institute, said: "We were delighted to welcome the Deputy Prime Minister and share his determination to provide students with the best possible range of skills to succeed in the workplace."

## Weston College launches new DIY course to teach women how to do it themselves



Weston College has launched a House Makeover Diploma focused on women following a successful taster day.

A dozen women got to grips with the intricacies of pasting, wallpapering and how to fill in damaged areas so repairs become virtually invisible at the college's Construction and Engineering Centre of Excellence (CECE).

The new Level 1 course will allow women to gain a qualification and while the course is aimed at women who are interested in DIY, men can also enrol.

IT teacher, Sam Mabberley (45), of Earlham Grove, said: "This is a great course for working mums.

"I'm married to a painter and decorator but can't get him to do DIY at home so I want to learn rather than pay someone else.

"I've enjoyed the taster day and would like to do the longer course."

Barmaid and waitress, Sarah Greaves (23), of Wick St Lawrence, said: "I'd be interested in the longer course.

"I've already studied interior design but would like practical skills to support this."

Maintenance operations lecturer, Shaun Canniford, added: "We have launched this course to show women trade secrets which are easy to master with practice and will save them a lot of money."

## Hereward college students teach peers a lesson in Anti-Bullying Week campaign



Kind hearted students helped to raise money and awareness with a string of events for an important cause.

Hereward College took part in Anti-Bullying Week, with their Peer Support Team (PST), a group of students who help and support new students at the college, raising concerns about negative use of language in the college and wider community.

They were aided by Cyntia G Laycy, assistant educational psychologist, youth worker Rachel Brindley, mentor Dayna Donnelly and

counsellor Linda Allden-West.

Events included a petition on a notice board to share thoughts on bullying and making T-shirts with messages against topic.

"I enjoyed it and it taught me a lot," said Steph Merrison, a member of the PST.

And if these weren't enough, the PST organised a sponsored walk to help raise funds for Childline, a charity which helps the most vulnerable children in society.

The walk took place at the Memorial Park, in Coventry, raising more than £265.



## John Hayes visits Leeds City College

Leeds City College welcomed a parliamentary visitor as the skills minister called into its flagship campus.

John Hayes MP, minister of state for further education, skills and lifelong learning, paid a special visit to the college's new Keighley Campus on Tuesday and took a tour of some of the on-site facilities, meeting staff and students.

The minister was also asked to unveil a special plaque to officially open the campus.

He said: "I am delighted to be visiting the new Keighley Campus.

"There is a real sense of achievement here - the significance of a new building in helping to improve the town and the people who work in it, teaching and learning."

Principal Peter Roberts said: "It was a great privilege to have John Hayes come to visit our flagship campus, which is a place of great achievement in terms of educational opportunities and community impact."

## City of Bristol College apprenticeship awards



Hundreds of apprentices and employers gathered for City of Bristol College's Apprenticeship Awards evening.

Now in its fourth year, it recognises the achievements of the college's students, who completed their framework by the end of July and their employers.

Students and their employers received a range of awards on the evening, including Apprentice of the Year and Employer of the Year.

Guest speakers included Claire Young, finalist in series 4 of BBC1's The Apprentice, Keith Elliott, the college's principal and former apprentice Rob Stokes, who is now the deputy Editor of the Bristol Evening Post.

Claire Arbery, head of apprenticeships at the college, said: "We are delighted the Apprenticeship Awards are going from strength to strength.

"We recognise the importance of apprenticeships to the economy of Bristol, and this is why we hold an event each year to celebrate achievements of every apprentice we train, and their employers."





## New College Nottingham students building foundations for future construction careers

Students on the construction pre-apprenticeship programme at New College Nottingham (ncn) have been putting their maintenance skills to good use.

They have taken to St Peter & St Paul's Church, in Hucknall, where they have been relaying paving slabs, plastering and painting as part of their course. ncnc's pre-apprenticeship programme helps 16 to 19-year-olds find employment in the construction industry. The course equips young people with work-ready skills while the college uses its contacts with

employers to help find a suitable apprenticeship.

Connor Simons (17) progressed from an entry level Diploma in Basic Construction at ncnc Basford Hall.

He said: "I wanted to build on the skills I'd already learnt and progress to a higher level. That's when I came across the new pre-apprenticeship programme.

"I've loved every minute of the course. I look forward to coming into college each day because I know I'll be learning something new and be that bit closer to finding a job."



## Million pound campus for Carlisle College

A new multi-million pound campus at Carlisle College is now open.

The £9 million, 2,998m<sup>2</sup> facility heralds the completion of a six year modernisation programme at Victoria Place Campus.

The innovative, high-tech and sustainable learning environment will give students the opportunity to learn over 300 different skills.

It features external landscaping, which leads to a new main entrance and reception area, an impressive open plan atrium space that houses the new training kitchen and Oyster restaurant, the new Essence salon and additional classrooms and facilities for a wide range of courses.

Principal Moira Tattersall said: "At the moment it feels like a thousand Christmas's have come at once.

"Despite all the artist impressions and architect drawings, nothing compares with actually being in the building and marvelling at how fantastic everything is."

## Millionaire becomes ambassador for Newham College



A former Newham student who became a millionaire at 24 has pledged to be an advocate for Newham College's business initiatives.

Chairman of Bance Group, Dave Bance has become an Enterprise Ambassador for his old college after meeting principal Denise Brown-Sackey and other top managers. He studied at what is now the college's Stratford Campus and then West Ham College.

After a tour of the East Ham Campus, he told students that he runs offices in Piccadilly, Los Angeles, Dubai, India and Thailand and is boss of 24 businesses.

He said: "The college has a complete infrastructure and in terms of recognition and revenue, it can capitalise on it ten times over on an international level."

Mrs Brown-Sackey said: "We're committed to developing UK enterprise in many sectors of industry. Dave's experience will not just improve that locally but also internationally.

"It's great to have someone who has achieved so much and who studied somewhere that is now an important part of our college."

## South Birmingham College opens new centre



A new centre has been opened in the heart of Birmingham by fashion expert and Clothes Show host Caryn Franklin and UB40 saxophonist Brian Travers.

South Birmingham College's new Fusion Centre was formally opened at a ceremony, also attended by businesses, schools, universities and college friends.

Guests were entertained by cabaret, dance and comedy performances from performing arts students and a fashion show which showcased pieces that had been designed, created and modelled by students.

The centre boasts a brand new purpose built

salon for hair and barbering students with 18 workstations.

Fashion students are able to hone skills in professional cutting, production and design rooms and performing arts students can take to the stage in a dedicated performing area with industry standard lighting, sound and staging.

Principal Mike Hopkins said: "Tonight has been an excellent opportunity to show-off what a great learning space the Fusion Centre is.

"We have industry standard facilities and equipment here and this really helps the students get ahead, during and after, their course."



## Solihull College students change lives

Students at Solihull College have made a difference to the lives of other young people after raising £5,200.36 for Teenage Cancer Trust. The students are working towards the BTEC

Extended Diploma in Business or Peter Jones Enterprise Academy (PJE) Diploma in Enterprise and Entrepreneurship.

The Trust is the annual charity of LaSer UK, a Solihull-based company that works in collaboration with the college's Business School.

Richard Smithies, corporate social responsibility champion at LaSer UK, said: "The amount of money is absolutely fantastic and we are proud to have worked with the students, making a difference to the lives of young people with cancer."

From running a half marathon and washing cars to hosting a charity auction and Greek-themed quiz night, the students organised a range of fundraising activities to encourage the community to donate.

## New apprentices for Northumberland College

Northumberland College has taken on two new apprentices at their Kirkley Hall campus.

Kimberley Brown (20), from Whitley Bay, beat competition of more than 80 applicants to be offered the position of Apprentice Animal Keeper at the college's tourist attraction, Kirkley Hall Zoological Gardens.

Kimberley is involved in the day-to-day care of more than 100 animals and she is able to gain valuable knowledge and experience handling them in their enclosures which are designed to replicate their natural habitats.

Horticulture Apprentice Nick McEvoy (20), from Wallsend, works alongside the team of gardening staff at Kirkley Hall to maintain the historical grounds of the estate.

Nick's daily duties include weeding the ornamental beds and pruning and cutting back the perennial borders of the four hectare estate.





## FE Week events...

# World's largest learning technology trade show comes to London town



**Nick Summers**  
@summersnicholas

**B**ETT Show 2012 replaces traditional seminars with a number of interactive sessions known collectively as LearnLive.

The format hopes to discourage static presentations and open up more opportunities both for networking and intelligent discussion between participants.

Visitors can influence each session by contacting a programme 'leader' through Twitter or youbett, an online social community designed specifically for the event.

It's been suggested that these platforms could be used to change the content and format of a session, ask speakers a question or debate with other members.

Debbie French, BETT Event Director said: "Teachers belong to one of the few professions that does not provide mandatory training and development after initial qualification."

"The BETT team works closely with the sector's key stakeholders each year to design a seminar programme that is sure to see educators leave the show with improved knowledge, understanding and skills that will be practical, relevant and applicable to their current role or career aspiration."

The seminars kicks off on the morning of January 11 with "Creating a self organized learning environment", led by Shaz Lawrence, Professional Development Trainer at Catholic Telemedia Network (USA).

The method of self organized learning,

originally highlighted by Sugata Mitra's 'hole in the wall' experiments in India, has shown that children can learn to do almost anything on their own provided they're given shared digital resources.

The event will focus on how to encourage students to take responsibility for their own learning, and how teachers can act as facilitators in the process.

Andy Palmer, BT's head of learning and

**"Teachers belong to one of the few professions that does not provide mandatory training and development after initial qualification"**

skills and Executive Board Member for Ofsted, will later discuss the best ways to use technology and argue that at present, the technology-based skills emerging from the education system are not good enough.

Leadership is just as important as teaching, which is why Brian Lightman, General Secretary of the Association of School and College Leaders (ASCL), will be speaking about "the importance of the new technologies in the strategic leadership of schools and colleges."

Mr Lightman will share his experiences

alongside successful head teachers, Governors and Technology Industry specialists, as well as pose several questions about the future of digital technology in the sector.

The third day will be the last chance for delegates to knuckle down and learn before the weekend kicks in.

One of the more unique seminars will be held by Morten Søby, the Director General of The Norwegian Centre for ICT in Education, which is an executive agency of Norway's Ministry of Education and Research.

Mr Søby will share the latest research and examples from Norway, as well as discussing how technology is influencing digital competence.

Other sessions of note include the use of web 2.0 tools to engage reluctant writers and increase parental engagement, how to control Wi-Fi access on campus, and making best use of ICT to support dyslexic learners.

Students are consistently asked to switch their mobile phones off when entering a lecture or classroom.

On the final day Kevin Brunton, Disability Needs Assessor and Disability IT Co-ordinator at London Metropolitan University will be arguing why mobile phones should be kept on, by highlighting a number of apps which increase engagement and learning potential.

Four days and more than eighty seminars means that LiveLearn should cater for everyone. The sheer scope and diversity of the programme highlights just how important technology is, and will no doubt continue to be for the further education.

## Education Leaders Conference at BETT

The BETT Education Leaders Conference is a specific two day exhibition for head teachers, principals and leading representatives of the sector.

The event takes place alongside the trade show and LearnLive seminars, offering delegates a number of presentations, discussions and master class sessions with leading figures from further education.

Michael Gove MP, Secretary of State for Education, will give an opening address tailored to the education workforce and the organisations which supply educators with products and services.

Martin Doel, Chief Executive of the Association of Colleges (AoC), will then be running a master class on how to ensure students have all the skills that employers want. The session, titled 'Enhancing the Employability of your Students: Working with Partners in Industry and Commerce' will look at the experiences Mr Doel has gained from working closely with FE colleges and local businesses, and how this can be used to improve qualifications.

This will lead into a round table discussion addressing the many challenges and changes facing colleges in the future. Delegates will be able to engage and debate with a panel of high-profile speakers including Mary Bousted, General Secretary of the Association of Teachers and Learners (ATL), Rachel Wolf, Director of the New Schools Network and Mr Doel.

Debbie French, BETT Event Director said: "With such a large number of recent changes to education policy, it is important that education professionals have the opportunity to collaborate and discuss the issues that will affect them."

"Education Leaders at BETT is the perfect place to do this."

The second day will open with a discussion about the effective deployment of ICT in flexible learning spaces. Hosted by John Sibbald, Head of Specialism and Post-16 Learning at Manchester Communication Academy and Sian Bristow, Lead Professional for Mathematics,

Manchester Communication Academy, the morning master class will look at how technology can be used to maximise the investment in a particular college space.

More than 500 school leaders attended the Education Leaders Conference last year, and event organisers hope they'll beat that next week.

The conference is free of charge and open to all school and college leaders, senior DfE officials, leading representatives from teaching, parent and governor associations and leading researchers from policy institutes/think tanks.





Seminars and discussions run throughout the conference where attendees can go to find out about the newest innovations in learning technology.



## What's on

### Selection FE related sessions at the BETT

Official BETT opening - Ministerial address  
11.00 - 12.00, Jan 11, Olympia Auditorium)

Enhancing the Employability of your  
Students: Working with Partners In  
Industry and Commerce  
(12.00-12.30, Jan 11, Olympia Auditorium)

The state and future of our  
education system  
(13.15-14.00, Jan 11, Olympia Auditorium)

Creating a self-organized learning  
environment  
(10:30 - 11:15, Jan 11, Apex room)

What role should ICT play in compulsory  
education in the 21st century?  
(10:30 - 11:15, Jan 11, Gallery Room 2)

Effective Deployment of ICT in  
Flexible Learning Spaces  
(10.00-10.40, Jan 12, Conference Room One)

Aligning Technology Investment with  
Improved Learning Outcomes  
(11.10-11.45, Jan 12, Olympia Auditorium)

Leading Schools In Challenging Times  
(12.30-13.30, Jan 12, Olympia Auditorium)

Adapting to Curriculum Change –  
Open discussion  
(14.30-16.35, Jan 12, Olympia Auditorium)

Curriculum innovation in partnership -  
embracing the new challenges together  
(14.40-15.10, Jan 12, Olympia Auditorium)

Anticipating and adapting to  
curriculum change  
(15.50-16.30, Jan 12 Olympia Auditorium)

Collabor8 4 change - Fringe Event  
(6-9pm Thurs 12th Apex Room Olympia)

TeechMeet BETT 2012 – Fringe Event  
(6:30-10pm Fri 13 Jan 2012, Apex Room,  
Olympia)

'New Worlds of Learning' – Main Feature  
(Ongoing)

'The importance of the new  
technologies in the strategic leadership  
of schools and colleges'  
(11:30 – 12:30, Jan 12, Gallery Room 2)

Augmented reality and immersive  
technology for education  
(11:15 - 12:15 Jan 12, Club Room)

Online accessibility - UK and european  
approaches to meeting the challenge  
(13:30 - 14:30, Jan 12, SEN Theatre)

## Q&A with Debbie French, BETT Event Director



**Q) How would you describe BETT for someone who hasn't been before?**

I would describe BETT as a celebration and a meeting place for everyone who is involved in learning globally. It's somewhere where anyone involved in learning can have the opportunity to network with their peers. They can try, test, evaluate and buy solutions that are ICT focused. It's more than your average trade exhibition, it's got a real sense of community behind it.

**Q) Just how large is the BETT Show?**

We have just over 600 exhibitors and about 30,000 visitors. We even have ministers for education from around the world who will attend BETT on the Wednesday.

The event's been running now for 29 years and it's just grown massively. It was created 29 years ago when the government was ring fencing ICT in regards to education budgets, and then it was created as an opportunity for people to train, try these solutions and actually understand how technology helps the learning process.

Now it's a lot more embedded in regards to what we do day to day and in education.

**Q) What about the Education Leaders Conference?**

Our Education Leaders Conference is new to BETT. The reason why we've done this is because as a result of education policy, leaders now are very much in a different role than they were for many years.

They're almost like a CEO of a business - there's many matters which they now need to debate, and as a result of the quangos which have now gone. There's been a lot of change from the government, but there hasn't been as much

guidance as there has been before in the past.

So as a result the Education Leaders Conference has been put together as an opportunity to hear panelled discussions and debates which look at the bigger picture and discuss issues which are at the very heart of what leaders are doing at the moment.

**Q) Technology is always changing - what's new at BETT this year?**

There's lots of 'new'. Cloud learning is very big at the moment, portable mobile learning is very big at the moment, and one of the big things that people need to realise is that at this moment, everyone wants to find somewhere where they can do things in a more cost effective way. Of course technology enables you to do that, so there's also that reason for attending the show, and that's very new to what's going at the moment.

**Q) Any tips for first time visitors attending BETT?**

Without a doubt, I would pre-plan. Use the BETT website to have a look and see what's there in regards to the solutions, the exhibitions, and also all the content.



## TRURO AND PENWITH COLLEGE

We are one of the top Tertiary Colleges in the country and have been awarded Beacon College status in recognition of this. At the last inspection the College was awarded Grade One Outstanding in all areas. If you would like to play a role in our continued success we currently have the following vacancies:

### Full time Lecturer required in

#### CATERING

Salary will be based on a band in the range of  
**£23,510 - £30,237**

To start as soon as possible

We are seeking to appoint a full time lecturer in Catering to join our team in a new Catering team based at Truro. The ideal applicant will have extensive experience of Catering and a proven track record in education sector, teaching experience and a commitment to the delivery of an outstanding learning experience to our students. Applicants should hold an NVQ level 3 or equivalent, a Certificate in Education or equivalent and the A1 assessors' award. A verifier's award (V1 or equivalent) would also be desirable. Previous applicants will be carried forward.

Applications for the above post should reach us by first post on Friday 20 January 2012

### Full Time

#### LEARNING SERVICES TEAM LEADER

**£33,069 - £38,954**

We are seeking to appoint a committed individual to manage the College's Learning Services functions. The successful applicants will be expected to lead and coordinate the College's Learning Services team including Learning Resources, the Virtual Learning Environment, IT support, Reprographics and Study Centres. Applicants should have at least 2 years' experience of managing learning centres in a College environment. A degree and/or a professional library or information qualification is essential. Previous applicants will be carried forward.

Applications for the above post should reach us by first post on Friday 27 January 2012.

Curriculum Vitae are not accepted, Application Forms only.

Successful candidates will be notified within 4 weeks of the closing date.

To apply please call 01872 267000

email: [recruitment@truro-penwith.ac.uk](mailto:recruitment@truro-penwith.ac.uk)

or download a Job Description and Application Form

from: [www.truro-penwith.ac.uk](http://www.truro-penwith.ac.uk)

Truro College, College Road, Truro TR1 3XX

AN EQUAL OPPORTUNITIES EMPLOYER



## Director of Quality and Student Services

**Do you have the drive, determination and experience to join one of the most successful colleges in the North East? You will need to have experience of strategic leadership in Further Education, as the successful candidate will be a member of the Executive team.**

You should have proven experience of leading a quality function in FE, measuring and bringing about improvements in teaching, learning and student success. In addition you will be required to strategically lead services that support the student journey from first contact to final destination.

For further information about this exciting opportunity then please visit [www.darlington.ac.uk](http://www.darlington.ac.uk) or contact the HR team on

**HumanResources@darlington.ac.uk**

For an informal conversation about the role please call the Principal Tim Grant on **01325 503081**

**Salary: £46,719 – £61,533**

Closing Date: Friday 27th January 2012

**Darlington College is committed to safeguarding children and successful candidates will be CRB checked.**

This college is an equal opportunities employer.



## Hertford Regional College

are currently recruiting to the following:

### Programme Area Manager - Hairdressing and Barbering

**£31,000 - £34,290 pa** Ref - T0579

With excellent state-of-the-art facilities, new buildings and a real commitment to delivering excellence, this is a great time to join our Hair and Beauty Team. You will be responsible for day to day management of courses in hairdressing and barbering, lead the ongoing development and delivery of the programme to ensure high quality provision and a successful learner experience.

As a qualified and experienced teacher, you will hold a teaching qualification, an NVQ level 3 in hairdressing along with assessor / IV qualifications.

If you have a genuine enthusiasm for post 16 education, and are looking for an opportunity that will make a real impact on the lives of learners, then apply online by visiting [www.hrc.ac.uk](http://www.hrc.ac.uk) & click on the 'Jobs Quick Link'.

**Closing date: Friday 20th January 2012**

This college is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Valuing diversity and committed to equality of opportunity

## Hertford Regional College

are currently recruiting to the following:

### Programme Area Manager - Beauty Therapy

**£31,000 - £34,290 pa** Ref - T0502

There's never been a better time to join Hertford Regional College. With excellent state-of-the-art facilities, new buildings, a real commitment to delivering excellence and pass rates that are higher than ever, it's certainly an exciting time to join Hertford Regional College.

This is a great time to join our Hair and Beauty Team. You will be responsible for day to day management of courses in beauty therapy, lead the ongoing development and delivery of the programme to ensure high quality provision and a successful learner experience.

As a qualified and experienced teacher, you will hold a teaching qualification, an NVQ level 3 in Beauty Therapy along with assessor/IV qualifications.

If you have a genuine enthusiasm for post 16 education, and are looking for an opportunity that will make a real impact on the lives of learners, then apply online by visiting [www.hrc.ac.uk](http://www.hrc.ac.uk) & click on the 'Jobs Quick Link'.

**Closing date: Friday 20th January 2012**

This college is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Valuing diversity and committed to equality of opportunity



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As a large, successful and expanding FE and HE College on the borders of East London and Essex, we have an exciting senior position for a motivated and inspirational leader.

#### Deputy Director of Information Services

ENegotiable

Ref: DDIS3/IS

The department of Information Services is responsible for monitoring, preparing and submitting data to support the College's learner responsive, employer responsive and HEFCE funding allocations. The department contributes towards the strategic development of the College by liaising directly with the SFA, YPLA and HEFCE and by following up any funding issues on behalf of the college. As the Deputy Director you will assist in the operational management of the department and its activities, supporting the recruitment, retention, achievement and funding targets for the College.

A first class manager and communicator, you will be capable of motivating and enthusing staff, and using your comprehensive understanding of Further and Higher Education funding to assist the Director in identifying and responding to new opportunities. With demonstrable organisational skills, you will be able to manage a substantial workload and prioritise, whilst maintaining quality and working towards strategic goals.

**Closing date:** 23 January 2012  
**Interview date:** 7 February 2012

Successful candidates will be required to complete an Enhanced CRB Disclosure upon appointment.

For more information see our website [www.havering-college.ac.uk](http://www.havering-college.ac.uk) or email [hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call 01708 462854.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.



[www.havering-college.ac.uk](http://www.havering-college.ac.uk)

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Lsect

Learning & skills ~ events, consultancy and training



### Office Manager

**25 - 35k (DOE)**

Reporting directly to the Managing Director of a small but rapidly growing business (10 staff), this person would be responsible for day-to-day office management, including staff and financial administration.

Please send a copy of your CV to [jobs@lsect.com](mailto:jobs@lsect.com) by **January 13th 2012**

### Advertising Sales Executive

**22-25k plus commission (DOE)**

You will be responsible for all recruitment ads, setting yield and revenue targets and creating new advertising opportunities for clients. You will be selling direct to clients but will also be sourcing business opportunities through advertising and recruitment agencies.

Please send a copy of your CV to [gemma.ryder@feweek.co.uk](mailto:gemma.ryder@feweek.co.uk) by **January 13th 2012**

**Go to [www.feweek.co.uk/index.php/jobs/](http://www.feweek.co.uk/index.php/jobs/) for more**



Answers: Rocket changed from red to green, Banner changed behind airplane, Name changed from Towers to Block, Rocket falling apart, Balloon is blue, One bird Instead of three, Submarine has dove, Boat has checkboard containers, Bat has jolly roger, Skyscraper missing from desert, Monster only has one hump

You can also follow our *FE Week* mini-mascot  
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